DOCUMENT RESUME

ED 045 495 SO 000 379

TITLE	United States History in the Secondary School. Agriculture.
INSTITUTION	Point Pleasant Beach Board of Education, N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	93p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.75
DESCRIPTORS	*Agriculture, Interdisciplinary Approach, Learning Activities, Learning Laboratories, Minority Groups, *Rural Areas, *Rural Economics, Secondary Grades, Social Problems, *Social Studies Units, Socioeconomic Influences, State Curriculum Guides, Teaching Guides, *United States History

ABSTRACT

This is one unit of the series described in SO 000 378. Agriculture is the broad term applied to such widely divergent topics as America's settlement, the West in American History, rural culture and philosophy, and government planning as it affects the American Farmer. The specific objectives of this unit are to help students to understand these ideas: 1) man's dependence on agriculture; 2) the affect of the Industrial Revolution on American agriculture; 3) the affect of an agricultural way of life on the religious, social, economic, and political views of all the people of the United States; 4) that American agricultural overproduction contrasts dramatically with the underproduction of the rest of the world; 5) why the government has developed programs to assist in the adjustment to the changing role of agriculture in the economy; 6) the attempts for unity on the part of the farmers; 7) the relationship of agricultural development to the westward movement of the American people; and, 8) the condition, problems, and attitudes toward nonpropertied Americans such as slaves, sharecroppers, tenant farmers, migrant workers in an attempt to find possible solutions. (SBE)

EDO 45495

TITLE III E.S.E.A.

SP 000 379

UNITED STATES HISTORY IN THE SECONDARY SCHOOL

AGRICULTURE

ED045495

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A FACILITATING ENVIRONMENT FOR A MEANINGFUL PROGRAM IN UNITED STATES HISTORY

Project Members

David Oxenford, Point Pleasant Beach High School, Director

Carolyn Campbell, Helping Teacher, N.J. State Department of Education
Charles Crowley, Jackson Junior-Senior High School, 1963-1968
Rosalind Gertner, Lakewood High School
Lyn Hartwick, Helping Teacher, N.J. State Department of Education, 1969
Peter Hnottavange, Southern Regional High School, 1963-1967
Peryl King, Central Regional High School
Arthur Leask, Point Pleasant Beach High School, 1969
Charles Moffett, Southern Regional High School, 1967-
David McTague, Point Pleasant High School
Robert Sparks, Brick Town High School
George White, Jackson Junior-Senior High School, 1968-
Charles Wood, Toms River High School

Consultants

Art	William King, Illustrator, Asbury Park Press
Audio-Visual	Frank Uhl, Point Pleasant High School
Curriculum	Dr. Dorothy Fraser, Coordinator of Social Sciences, Hunter College
General	Dr. Charles S. Whilden, Ocean County Superintendent of Schools, 1963-1968
	William F. White, Ocean County Superintendent of Schools, 1968-
Library	Sally Gerloch, Point Pleasant Beach High School

PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

PREFACE (continued page 3)

4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

AGRICULTURE

Table of Contents

I. Overview

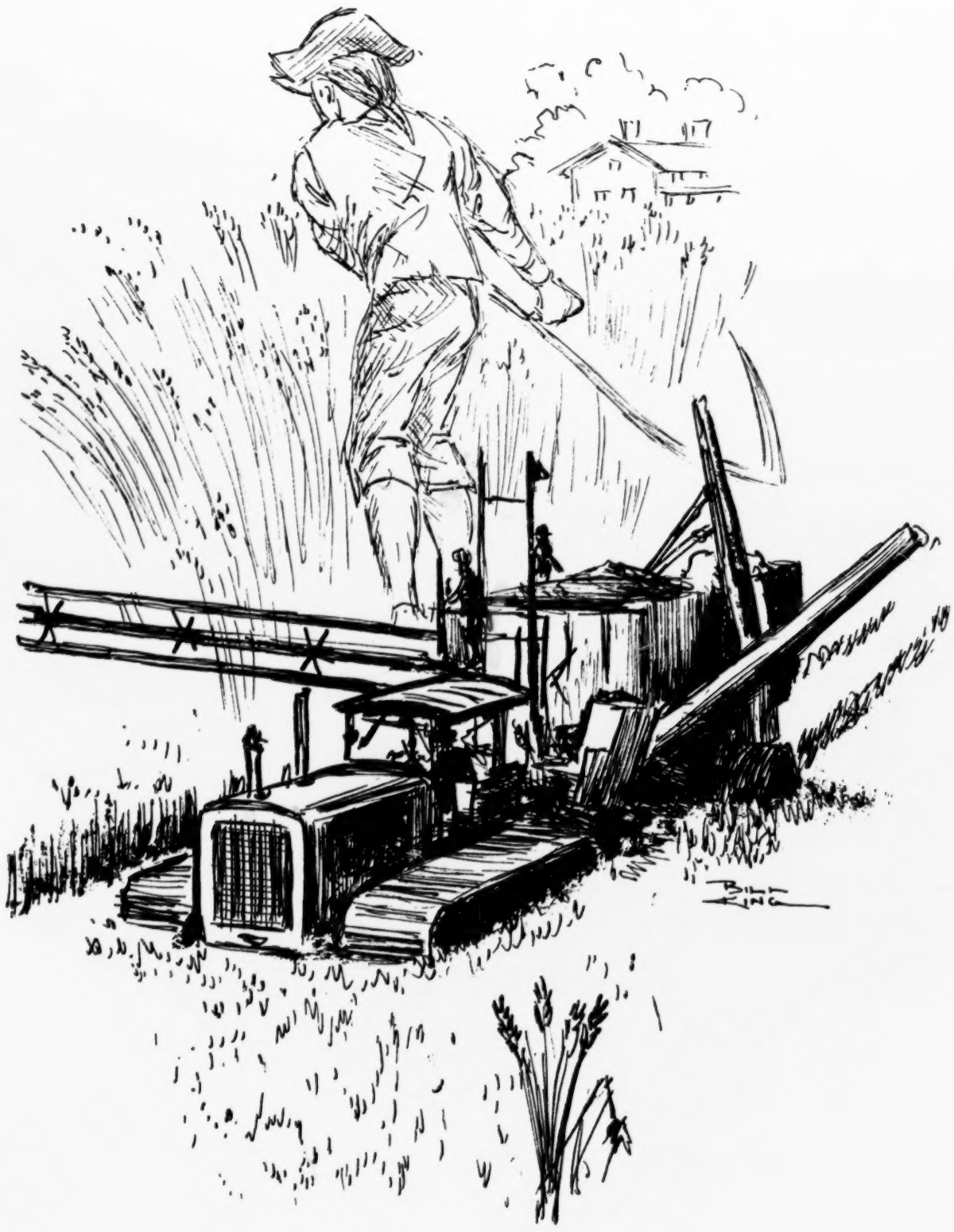
II. Objectives

III. Suggested Evaluation
(Also see Teacher's Guide re: Skill Development)

IV. Learning Activities and Student Direction Sheets

V. Suggested Content Guide

VI. Suggested Resources



AGRICULTURE

I. OVERVIEW

Lest the title of the unit tends to narrow and confuse the reader, let us hasten to explain that Agriculture is the broad term we've applied to such widely divergent topics as America's settlement, the West in American History, rural culture and philosophy, and government planning as it affects the American farmer. The rural and agricultural nature of early America was in its very beginnings concerned with the total picture of American society. Even such early advocates of industrialization as Alexander Hamilton and Henry Clay placed stress on the fact that manufacturing would stimulate the growth of agriculture in a thriving internal market. The record shows that they were right in this contention. Progress was a many sided vehicle. In the same period that America developed one of the leading industrial societies of the world, she settled hundreds of thousands of acres of farm land and built railroads across the continent connecting industrial and agricultural sectors with bands of steel. The rise of industry did not divert men, capital, and resources from rural America, but rather created new fields of enterprise in an expanding economy. Thus, while it is true that after 1912 manufacturing surpassed agriculture as the permanent leading source of income in America, the productive capacity of our farms flourished as never before. The term "Agriculture" can, therefore, be broadly interpreted, and can touch on many aspects of American life and history.

I. OVERVIEW - (Cont'd)

American colonial society was almost entirely a rural one, although the American city early began to take shape as an integral part of the scene. Many of the traditions of this society found roots in the divergent rural culture of the northern and southern colonies. Political events tended to override the dominant agricultural economy during this time, but the student can find some very meaningful patterns emerging that color our entire history.

The tremendous importance of the Northwest Ordinance of 1787 in determining the nature and character of American settlement needs understanding. The entire spectrum of America's march westward is an integral part of this unit. For example, the thesis of a rural, agricultural and essentially western character in American democracy is one held by many able historians. We see in the struggle for the Ohio Valley between 1775 and 1818 four new elements entering the mainstream of American life: 1. self-government in the new states; 2. destruction of the bonds of social caste, government favoritism, and inequality; 3. the principle of majority rule and 4. individualism - the belief that all men are worthy of equality, freedom, and a share in government. How dominant these themes were in forming our democratic values is the basis of the controversy over the Turner thesis. It is also interesting to consider Arthur Schlesinger, Jr's interpretation that the triumph of Jacksonian Democracy was the triumph of a farmer-labor coalition even in this early period.

The westward movement before the Civil War reached the states just beyond the Mississippi, skipped over the "Great American Desert" and the Mountains of the West and settled the Pacific Coast area. In the 1860's

I. OVERVIEW (Cont'd)

miners penetrated this last frontier. In their wake came the cattlemen who drove vast herds from Texas to the newly built railroad terminals in Missouri and Kansas. After a brief period of extraordinary prosperity came the decline of the cattle barons; however, their rise had prepared the way for the farmer after the 1870's. The peculiar problems of plains agriculture and the fierce Indian tribes form a chapter that should encourage student research.

Contemporary research and analysis do not support two widely held theories about this period. One maintains that the greatest impetus to settlement was the free-land policy of the federal Homestead Act (1862). Actually, farmers bought more land from railroads, speculators, or the state and local governments than they received in free grants. The other contends that the West acted as a safety valve for discontented, underpaid factory workers, thus holding off the growth of labor unions. Both theories are good ones to have students research, not so much for their content, but because statistics are available. These enable the student to experiment with reaching conclusions by using the methods of the social scientists.

The story of the last frontier contains a strange mixture of high adventure and hard business tactics, for example, the exciting saga of the cowboys on the long drive can be retold, in terms of a business operation involving the railroads, the meat packers, and dubious business practices. The story of the homesteader, wheat farmer, or cotton grower becomes involved with over-production, rebates, discriminatory legislation and attempts to corner the market.

I. OVERVIEW (Cont'd)

Attempts to remedy the problems of environment and business malpractice led the traditionally independent farmer to try his hand at economic cooperation and political activity through creations such as the Grange, the Alliances, the Populist Party, and ultimately, an effective farm bloc in Congress. Influenced by mass media, increasing urbanization, and a transportation revolution, the psychology of rural America, its social and political shadings, and its gradual but progressive change, are but part of the story that needs telling. So, too, is the revolutionary impact of the New Deal and government planning. The story of American Agriculture may well be the retelling of the saga of America. It can be as dramatic as the imagination of the creative teacher can make it, as timely as today's headlines, and as realistic as the cost of your next meal.

AGRICULTURE

II. OBJECTIVES: To help students:

1. Recognize man's dependence on agriculture.
   Why?---Because the student, while being only associated with a highly industrialized society, must be aware that he cannot function without the farmer and his products.

2. Understand that the Industrial Revolution has affected American agriculture.
   Why?---Because the student should understand that the Industrial Revolution increased agricultural production resulting in the freeing of many from the necessity of raising their own food. This enabled them to develop other aspects of our political and social life that today directly affect the students.

3. Understand that an agricultural way of life has affected the religious, social, economic and political views of farmers, as well as all the people of the United States.
   Why?---Because the student can better understand historic and current problems affected by the varied viewpoints held by urban and rural people.

4. Understand that American agricultural overproduction contrasts dramatically with the underproduction of the rest of the world.
   Why?---Because the student can then more adequately understand the strengths in some of his national institutions that have combined to create the conditions that more than adequately provide for some of his basic needs in contrast to other societies.

5. Understand that government has taken special interest in farm problems and their solutions.
   Why?---Recognizing that agriculture is a basic industry in any society, the student can then understand why government has developed programs to help the farmer to adjust to his changed position in our economy.

6. Understand that farmers have often attempted to unite in order to solve their problems.
   Why?---By investigating the attempts for unity on the part of the farmer, students will discover some of the problems facing this group within our society. The student will also discover that in most cases the farmers operated within the framework of his national institutions to achieve his goals.

II. OBJECTIVES: To help students: (Con't)

7. Explore the relationship of agricultural development to the westward movement of the American people.
Why?---The student should understand that the need and desire for more farm land and production resulted in the opening of western lands. This ultimately led to the concentration of production on specialized products such as cotton, beef, sheep, grains, etc.

8. Investigate the condition, problems and attitudes toward non-propertied Americans such as slaves, sharecroppers, tenant farmers, migrant workers, etc.
Why?---Students should understand the terms indiginous to these groups of American People, how they became members of this strata of society, what problems they have presented to society, and what possible solutions there are to these problems.

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

a. number of sources used

b. type of sources used

c. quantity and variety of learning activities

d. quality of research and quality of activity reports

2. Information gained. To what extent:

a. Do students recognize the degree to which they depend on agriculture for their daily lives?

b. Do students understand the changes that have occurred in agriculture and agricultural technology in the United States, which along with the Industrial Revolution have enabled them to live far different lives than their ancestors?

c. Are students aware of the influence that the "agricultural way of life" has had on the cultural, social, political, and moral traditions of American society.

d. Are students aware of the many problems faced by our farmers as a result of the environmental, economic, social, technological, and political changes that have occurred throughout the history of our nation. Do students also understand the many steps that the farmer took to meet those developments?

e. Do students recognize the variety of functions that must be performed in the production and distribution of agricultural products and the people who perform these functions? Are they also aware of the changes that have taken place in this activity?

III. SUGGESTED EVALUATION (Cont'd)

3. Skills developed or improved. To what extent:

a. Are students better able to use information gathered on the abstract level? (Students should be made aware during the unit of the need to practice seeing relationships, observing sequence and continuity, identify main ideas, make inferences and to draw conclusions)

b. Are students better able to interpret charts and graphs and to relate this information to material gained from other sources?

c. The Teachers Guide might suggest other areas of skill development.

4. Attitudes developed. To what extent:

a. Do students appreciate the contributions of many to American agriculture which enable them to enjoy benefits not shared by many other people in other nations of the world?

b. Do students recognize the great interdependence of people of the world?

c. Are students empathetically able to share the problems of the farmer?

B. What methods should be used to conduct these evaluations?

1. Student effort.

a. Checklist of pupil activity - sources used, equipment used, learning activity employed, types of activities.

b. Evaluation of activity reports - evaluation of progress and final activity reports for their depth and creativity.

c. Activity Summary Sheet - written pupil report prepared at the end of the unit summarizing all activities of students during the unit.

d. Student Interest Survey - student written response to interest questions will indicate student effort to gain information during the unit.

III. SUGGESTED EVALUATION (Cont'd)

2. Information gained.

a. Evaluation of Learning Activities for information gained.

b. Evaluation of Interest Survey answers for information gained.

c. Objective tests - these tests might be used to measure student knowledge of; major farm organizations; specific elements of the Agricultural Revolution such as scientific methods, machinery, new crops; specific programs designed to aid the farmer such as parity, soil bank, reciprocal trade agreements, etc.

d. A student written project of two or three pages called, "Supplying Our Needs" might be assigned. In this project a student might be asked to define his needs and compare the way in which these needs are satisfied today with the methods used a few generations ago.

e. Students might be asked to role play, in written form, the position of farm manager. Given a description of a fictional farm he might be asked to describe the factors that must be considered in its operation. He might also be asked to compare the operation today with the farmer's function one hundred years ago.

3. Skills developed.

a. An evaluation of the student's written work during the unit would reveal his ability to reason on the abstract level. If done with the students it might encourage student improvement of this ability. The final Interest Survey should reveal progress.

b. A short position paper assigned at the beginning and at the end of the unit would contribute to an evaluation of student ability to reason on the abstract level. Great value would again be added if students shared in this evaluation particularly on the first paper.

c. Emphasis should be placed on the use of chart and graphs in the learning activities. Periodic evaluation of these charts as well as a required chart at the end of the unit will help evaluate this skill. Comparison of student work throughout unit will reveal progress.

III. SUGGESTED EVALUATION (Cont'd)

4. Attitudes developed.

a. Use of the attitude survey at the beginning and at the end of the unit will help to reveal changes in student attitude.

b. Position paper at the beginning and at the end of the unit might be useful in evaluating attitude development.

c. Student evaluation of a film dealing with the farmer or with our dependency on the farmer might be useful in determining attitudes.

d. The role playing activity, "Supplying Our Needs", might be used to reveal student appreciation of the role of the farmer today and the farmer of yesteryear.

e. An evaluation of the simulation game on Farming would help determine the students ability to empathetically share with the farmer his problems.

AGRICULTURE

IV. LEARNING ACTIVITY - The Novel

A. Purpose:

1. To humanize history so that the student can identify with other peoples and periods of history.

2. To motivate interest in a period of history through a different type of material and technique.

3. To provide supplemental depth to the unit and to enhance it with a more humanizing approach.

B. Procedure:

1. Introduction

a. The teacher may present a typed synopsis of some of the novels or one selected novel and give concrete suggestions for its use.

b. Teacher reference could be made to books like Cochran's Historical Fiction and the Teaching of History, which defines historical fiction and annotates novels of special interest.

c. The teacher should make the students aware that authors of historical fiction take liberties with verified fact and therefore, character and fact may be distorted.

d. An English teacher might indicate the difference between historical fiction and pure fiction and point out that the better the historical writer, the more accurate his work is liable to be.

2. Development

a. Students select a novel which they believe will improve their understanding and the influence of agriculture on the American people during a period of history.

b. Students may then read the novel keeping in mind their desire to know more about the people and the times.

c. Students should research the period to compare the view of the novelist and historian of peoples and times.

AGRICULTURE

IV. LEARNING ACTIVITY - The Novel (Cont'd)

d. Students may report their findings in several different ways--oral or typed reports, individual or group discussions of the book, or a panel discussion.

3. Evaluation

Students should be evaluated on their selection of sources, the depth of their research, understanding of the novel, and their ability to relate historical research to the material contained in the novel.

AGRICULTURE

IV. LEARNING ACTIVITY - Field Trip

A. Purpose

1. To explore how environment affects the way farmers live.

2. To obtain first-hand knowledge of agricultural problems and methods.

3. To promote an understanding of the farmer's outlook about life.

4. To understand how mechanization has affected agriculture.

B. Procedure

1. Introduction

1. The teacher could discuss with the students the life of the farmer today, how it has changed during the development of our country, the machines used by farmers, and how the environment might affect their outlook on life.

2. Discuss with the students the value of visiting a farm. A trip to the farm country around Lancaster Valley, Pa. might be suggested. The way these farmers make a living might be complemented with a visit to a modern specialized farm such as Seabrook farms, Campbell farms, a modern dairy, or some local highly mechanized farm.

2. Development

1. Encourage a visit to a farm by both individual class members and the class as a whole.

2. Help students plan the arrangements for such a visit. If this is a trip by the class, such items as food, transportation and lodging need consideration.

3. Discuss particular items of interest which the students should observe.

4. Have students prepared to make comparisons of the farm way of life in different areas and report it to the class.

AGRICULTURE

IV. LEARNING ACTIVITY - Field Trip (Cont'd.)

3. Evaluation

Students should make reports of their trip through the media of films, pictures, tapes, and other items of interest. The presentation, as well as its content, could be evaluated as to accuracy, relevancy, and the amount of interest it has stimulated.

AGRICULTURE

IV. LEARNING ACTIVITY - Statistics

A. Purpose

1. To develop skills in securing and organizing statistics.

2. To draw conclusions from sets of related statistics.

3. To realize that statistics are used as a tool for gaining information.

4. To discover the amount of information that can be obtained through the use of statistics.

B. Procedure

1. Introduction

a. Show the pupils a collection of statistics on agriculture.

b. From the variety of statistics shown, select relative tables.

c. Ask the pupils a question such as: Do we have more acreage and/or farms under cultivation today than in previous years? - More acreage? - More farms?

2. Development

a. Have pupils secure statistics on the number of farms from 1850 to the present.

b. Have pupils find statistics on the acreage of farm land from 1850 to present.

c. Have pupils secure statistics on the number of farmers from 1850 to present.

d. Have pupils prepare graphs showing these statistics on one base grid.

e. Have them select three dates in which change occured in the relative statistics and explain the reasons for same.

f. Have pupils report their findings in a written summation or oral presentation.

g. Give pupils the opportunity to study agricultural growth and/or decline in New Jersey through statistical information. Some may choose this instead of the above activity.

AGRICULTURE

IV. LEARNING ACTIVITY - Statistics

3. Evaluation

a. Presentation of the written report should be judged on evidence of research, and the validity of the conclusions drawn.

AGRICULTURE

IV. LEARNING ACTIVITY - Use of Biographies and Autobiographies

A. Purpose

1. To have students gain a view of agricultural changes by investigating the beliefs and actions of the men who have had a great influence on this field.

2. To realize the value of reading biographies and autobiographies as a source of information.

3. To be aware that inventors and men of decision have come from all walks of life.

B. Procedure

1. Introduction

a. Obtain and display book jackets, paperbacks, and pictures of the inventions or the inventors who participated in or influenced the agricultural revolution.

b. Lead a discussion with the students

1. Select one or two of the more well-known people represented in the display and have pupils relate what they know about these people.

2. Discuss the value of knowing more about these people and others who played a role in this area.

3. Create a chart listing the man, his invention, and its importance and see how many names the pupils can find that they think belong on it.

2. Development

a. Have the members of the class, with the teachers' assistance, decide on some of the people thay feel should be investigated further. Some suggestions are:

1. Luther Burbank
2. Benj[illegible]
3. Cyrus McCormick
4. Henry Blair
5. Eli Whitney
6. George Washington Carver

AGRICULTURE

IV. LEARNING ACTIVITY - Use of Biographies and Autobiographies (cont'd)

b. Have some students select a biography, autobiography, or profile (if that is all that is available) and have it approved by the teacher.

c. Have the student write a book report to include:
   1. His assessment of the person studied.
   2. His evaluation of the person's contribution to agriculture and mankind.

3. Evaluation

a. Read and grade reports based on criteria established above.

b. Evaluate contributions in the informal discussions.

AGRICULTURE

IV. LEARNING ACTIVITY - Collecting Publications Related to Agriculture

A. Purpose

1. To learn what issues are important to the farmers and what their thinking is regarding them.

2. To learn the problems of farmers and to understand that problems differ (a) among farmers and (b) among farmers and those engaged in other occupations.

3. To learn how government has aided, controlled, and/or effected agriculture.

4. To learn how a farm family lives and how their way of life differs from one's own.

B. Procedure

1. Introduction

a. Display an assortment of publications directed toward the farmer such as Farmers' Almanac, farm magazines, old Sears Roebuck catalogue, and government pamphlets.

b. Using the publications, discuss with students the possibility of using such publications to answer questions and to gain some insight into rural thinking, problems of the farmer and the role of government.

c. With students raise some questions that may be answered through such publications. For example: What are some of the problems and concerns of farmers? What are some topics in which farmer's views differ from yours?

2. Development

a. Have students collect a variety of publications related to agriculture.

b. Students should review publications noting such things as advertisements, titles and types of articles.

c. In a general class discussion, students should answer questions raised in the introduction and should explore the purposes of this activity.

AGRICULTURE

IV. LEARNING ACTIVITY - Collecting Publications Related to Agriculture

3. Evaluation

The teacher should evaluate the individual's participation in the class discussion based on apparent insight into the topics, ability to relate and compare viewpoints, and general grasp of answers to questions.

IV. LEARNING ACTIVITY - Art Show

A. Purpose

1. To show that American artists have been able to depict on canvass the pleasures and problems of agricultural life.

2. To show that American artists have saved for posterity movements and events of our agrarian life.

3. To show through paintings that the agricultural way of life has affected the religious and social mores of the farmer.

4. To show relationship of the agricultural development to the westward movement.

5. To provide an opportunity for students to use art as a means of expression.

6. To show a correlation between the art department and the social studies.

B. Procedure

1. Introduction

   a. Show the class a copy of the painting <u>American Gothic</u> by by Grant Wood.

   b. Ask for opinions about the characteristics it portrays of the farmer.

2. Development

   a. Suggest that a student or students seek the assistance of the art department in preparing an exhibit of works of American artists that pertain to topics in this unit.

   b. Have students research the artists and the topics portrayed so they can prepare a narrative to accompany their display.

   c. If it is not possible to borrow copies of the paintings for display purposes, a slide presentation could be used.

   d. It might also be interesting to display any works of the art classes that might pertain to the agrarian life.

3. Evaluation

   This could be based on the research shown both by the narrative and by the display itself.

AGRICULTURE

IV. LEARNING ACTIVITY - Collages

A. Purpose

1. To have pupils compare and contrast the amount of farm production in the United States with other parts of the world.

2. To have pupils understand why farm productivity is greater in the United states than in other parts of the world.

3. To have students artistically use an arrangement of pictures to develop an idea.

B. Procedure

1. Introduction

a. Show contrasting pictures of food abundance and scarcity.

b. Ask a colleague from the art department to demonstrate the principles involved in making a collage.

2. Development

a. Have pupils research agriculture production in the United States and selected parts of the world.

b. Have pupils select pictures from expendable magazines and group them in a collage to explain the degree of, and reasons for, agricultural production.

c. Have students prepare a narration to explain the collages.

3. Evaluation

Judge the collages and reports on their neatness and call an appeal to the viewer.

AGRICULTURE

IV. LEARNING ACTIVITY - Letter Writing

A. Purpose

1. To understand that there is a special form used in writing a letter to an official or agency.

2. To become aware of the role our government can play in helping the farmer in his multfarious activities.

3. To realize that it is still possible to homestead land.

4. To realize the complexity of big government agencies and the amount of "red tape" one must go through when applying for government aid.

B. Procedure

1. Introduction

a. After a discussion of the Homestead Act or following the debate activity on government subsidies to farmers, the teacher can raise the questions of "Just how does one go about getting a government subsidy?" or "Is the Homestead Act still in effect?"

b. Have the pupils research and make a list of the areas in which the government has shown a special interest in the farmer.

c. Point out that each student or any students that are interested could contact an agency to see what information is available and what procedures must be followed in order to obtain it.

2. Development

a. Have each pupil select an area in which, as a farmer, he might wish help. For example he might write a letter requesting a pamphlet from the U.S. government on a topic in which he is interested.

b. Have some pupils write for applications and the procedure for securing a homestead, farm loan or a Soil Bank Subsidy.

c. Students are to compile letters, forms, etc, received.

IV. LEARNING ACTIVITY - Letter Writing (cont'd)

from agencies, Congressmen, and government departments. Then give an oral or written summary of the steps one has to go through in addition to evaluating the information received.

3. Evaluation

Teacher can evaluate the letters written and the student presentation and evaluation of materials received.

AGRICULTURE

IV. LEARNING ACTIVITY - Construction Models of Farms and Equipment

A. Purpose

1. To provide a manual - visual means of learning about a topic.

2. To help students see the contrasts between old and modern farms.

3. To help students see the influence of modern equipment and technology on agriculture.

B. Procedure:

1. Introduction

   a. Show two pictures of contrasting methods of farming such as an Amish farm and a modern dairy farm.

   b. Discuss with students the existences of these two contrasts in modern times.

   c. Suggest the construction of models to better show these contrasts.

2. Development

   a. Students should visit, if possible, different types of farms or agricultural fairs and/or secure books and pamphlets showing the layout of farms, types of buildings and equipment, etc.

   b. Students can make models of farms and equipment showing what they have observed or read.

   c. Oral or written reports could be made to point out contrasts, relationships, influences, or other conclusions that may be drawn from construction models.

3. Evaluation

   Models and reports should be evaluated on their representation of contrasts, relationships, influences, and interpretations of the topics under study.

IV. LEARNING ACTIVITY - Attitude Survey

A. Purpose

1. To explore the variety of value judgments expressed in American society which relate to persons associated with the agricultural industry.

2. To survey the views of others pertaining to current agricultural problems.

3. To assist the student in identifying his own opinions in regard to current agricultural problems.

4. To realize the difficulties in communication encountered in writing, administering and interpreting an objective survey.

B. Procedure

1. Introduction

   a. Present and discuss the film, The Farmer: Feast or Famine (McGraw Hill).

2. Development

   a. Have students compile a list of value judgment questions which survey attitudes toward the agricultural industry and the people who are a part of it.

   b. Have a committee evaluate and select the questions from the list to be used in the survey.

   c. Classify the questions by topics.

   d. Decide upon the sample population to be used.

   e. Give the survey.

   f. Compile the raw statistics.

   g. Evaluate the attitudes as expressed by the sample population.

3. Evaluation: The teacher can compare value judgments expressed by students at the beginning of their study with change in awareness observed by the conclusion of the study.

AGRICULTURE

IV. LEARNING ACTIVITY - Square Dancing

A. Purpose

1. To help students understand that an agricultural way of life has affected the social activities of the farmer.

2. To have students experience the type of dancing popular in rural America.

3. To show that this form of recreation requires a sense of rhythm, ability to learn set patterns, ability to follow directions, and ability to relate well with others.

4. To show a correlation among social studies, music, and physical education.

B. Procedure

1. Introduction

a. Play a square dance record with calls and discover how many students can interpret the calls.

b. Ask someone from the music department to explain the origin of the dance as a form of recreation.

2. Development

a. Contact the music and phys. ed. departments to determine where assistance may be obtained to teach a team of eight students some of the better known square dances.

b. Arrange for the instruction - time, place, music, etc.

c. Determine who will make up the team of dancers - preferably volunteers.

d. The team should have a narrator to explain the dance and the calls which could be demonstrated separately either before or after the group performs.

e. Have other members of the class substitute in the set.

3. Evaluation: Participating students would write a short paper explaining how this activity carried out Purposes 1 and 3. They would also be evaluated on their ability to work together and on the calibre of their performance.

AGRICULTURE

IV. LEARNING ACTIVITY - Feature Films

A. Purpose

1. To present a professionally constructed picture of some phase of American Agricultural life or Western Expansion.

2. To help students realize that the agricultural theme has a popular appeal.

3. To help students identify with an agricultural way of life or a specific period of time in our history.

B. Procedure

1. Introduction

a. The teacher and a student should select a good full length feature film that depicts the topics under discussion such as.

1. Friendly Persuasion
2. Union Pacific
3. Southwest Passage
4. One Foot in Heaven

b. Assist the student in providing background in order to stimulate student thought.

2. Development

a. Have the student show the film to the entire class with no further elaboration than provided for in the introduction.

b. Following the film, the student should be prepared to discuss how the way of life depicted could have influenced the thinking of the people involved and if there is any carry-over today.

c. The film should be rented for a long enough time to permit students to view it again in groups.

d. The culminatiing assignment may be a discussion or written essay concerning the way of life depicted as contrasted with their own.

AGRICULTURE

IV. LEARNING ACTIVITY - Feature Films (cont'd)

3. Evaluation: The consensus of student essays should help the teacher determine if the film was worthwhile.

IV. LEARNING ACTIVITY - Writing Short Stories

A. Purpose:

1. To explore the relationship of agricultural development to the westward movement of the American people.

2. To consider some of the problems faced by the early Americans moving west.

3. To provide an opportunity for students to use their imagination in combination with the historical facts of the western movement.

B. Procedure:

1. Introduction

   a. Have students read typical short stories representative of the West. Examples to use may be stories from: (a.) Guthrie, The Big Sky; or (b.) Bernard Devoto, Across the Wide Missouri.

   b. Discuss these stories as to the period of time in history which they cover and the main ideas expressed in the stories.

2. Development

   a. Have interested students investigate the fundamentals of the short story as a literary form by consulting a member of the English Department. (This could be a joint project with the Social Studies and English Departments.)

   b. Encourage them to pursue a particular event or idea in regard to the Westward Movement and to write it as a short story.

   c. Have the stories illustrated by the students or by another art student. Then have copies made and distributed to the class.

3. Evaluation

   a. Evaluate the stories based on originality and development of the story line.

   b. The factual background information could be evaluated by the teacher and the class.

AGRICULTURE

IV. LEARNING ACTIVITY - Musical Drama Presentation

A. Purpose

1. To help students understand a minority agricultural group that eschews modernism.

2. To investigate beliefs of the Amish.

3. To examine typical activities of this community.

4. To examine the difficulties of maintaining the "simple" life when confronted with the more complex way of life.

5. To provide an opportunity for correlation of music, drama, home economics, and social studies.

B. Procedure

1. Introduction

a. The teacher might bring in some sample hex signs that are representative of the Amish.

b. Discussion of these signs, the beliefs of the Amish people, and their agricultural way of life should follow.

2. Development

a. Interested students should be encouraged to do further research regarding the Amish people and their beliefs.

b. Have the students take selections from the musical comedy Plain and Fancy which illustrates the Amish way of life and credo.

c. The students could secure help, if needed, from the Music and/or Drama Department in order to prepare a presentation of several scenes from the musical. The Home Economics Department could advise the students on costuming for added authenticity.

d. The students should make necessary arrangements and then present the scenes to the class.

3. Evaluation: Students could be evaluated on the basis of their representative selections form the musical, the understandings expressed, originality, and programming skills.

AGRICULTURE

IV. LEARNING ACTIVITY - Interview

A. Purpose:

1. To have the students become aware of the facilities and services offered by the county agriculture agent.

2. To have the students realize that the agricultural agents provide services for farmers and non-farmers.

B. Procedure:

1. Introduction

a. Show a number of live insects in a jar to the students.

b. Explain that you are concerned with damage to your property caused by these insects.

c. Ask if anyone knows where you could secure help or information leading to eliminating this problem.

2. Development

a. Have the pupils make arrangements to have an interview with the local county agent or his assistant.

b. Have pupils prepare questions dealing with the problem you have presented as well as questions about services offered to farmers and non-farmers.

c. Have pupils tape the interview.

d. Have pupils present the tape with an explanation of their experience to the class.

3. Evaluation

a. From listening to the tape, evaluate the questions asked of the county agent in terms of clarity and relevancy.

AGRICULTURE

IV. LEARNING ACTIVITY - Use of Farming Simulation Game

Farming from High School Geography Project, P.O. Box 1095, Boulder, Colorado 80302

A. Purpose:

Through the use of a game activity, the student will be able to gain a knowledge of farm life in the mid-west beginning in 1888.

B. Procedure:

1. Introduction

Explain to the students that the playing of the farm game will help them to better understand a way of life with which they may not be familiar and that encompasses several time periods in history.

2. Development

a. Divide the class into the prescribed number of groups and hand out the required materials.

b. Give no more assistance to the groups than is necessary.

3. Evaluation

a. Evaluate willingness to cooperate.

b. Evaluate individual contributions.

IV. LEARNING ACTIVITY - Map Making

A. Purpose:

1. To use maps to show the variety of agricultural products in New Jersey.

2. To determine if New Jersey is "The Garden State".

3. To develop the skill of map-making.

B. Procedure:

1. Introduction

a. The teacher might stimulate discussion and further investigation by asking the students to speculate as to why New Jersey is called "The Garden State" and the fact that this nickname appears on New Jersey license plates.

2. Development

a. A group of students could investigate the amount and variety of agricultural products produced in New Jersey.

b. Have the students decide how they can develop a key which will show agricultural products and areas of production on a map of New Jersey.

c. Have the students analyze whether "The Garden State" accurately describes New Jersey.

3. Evaluation

a. Check the map for accuracy and content.

b. Evaluate whether the students actually perceived the meaning of New Jersey's nickname in their report to the class.

AGRICULTURE

IV. LEARNING ACTIVITY: In-depth Study

A. Purpose

1. To investigate the conditions and problems of non-propertied farm workers.

2. To stimulate interest in historical research.

3. To show the extent to which some farm problems remain unsolved.

4. To stimulate intelligent suggestions which would alleviate these conditions and problems.

B. Procedure

1. Introduction

a. The teacher could ask the students for their definitions of a "sharecropper". A list of the responses could be put on the chalkboard. A similar question and response list could be compiled on the board concerning the definition of a "tenant farmer".

2. Development

1. An individual or group of students should be given sufficient time and the pertinent directions to research the topic from many different sources. Points to be considered might include:

a. The origin of tenant farming and sharecropping.
b. The number of people involved in these systems on two or more dates according to census figures.
c. Are sharecropping and tenant farming confined to a racial group or geographic area?
d. Are these agricultural systems still in existence?
e. Has the subsidy program of the government had an effect on these systems?

2. Students should write a paper showing evidence of extensive research from many different sources.

3. Findings could be given to the class at the discretion of the teacher.

3. Evaluation:

Paper should be evaluated for organization, content, validity, and perceptiveness.

IV. LEARNING ACTIVITY - Researching a Topic

A. Purpose

1. To provide the opportunity to investigate topics in the field of agriculture.

2. To stimulate interest in research.

3. To have students engage in the selection of materials that are related to a given topic.

4. To encourage critical evaluation of materials.

B. Procedure

1. Introduction

a. The teacher with students should suggest certain topics in the field of agriculture that can be best understood through a thorough investigation using a variety of sources. Some examples of topics to use are: 1. Turner Thesis 2. Agricultural Legislature 3. Cooperatives 4. Farm Bloc

b. The student interest survey technique may be used to help in the selection of topics also.

c. Review research techniques, if necessary.

2. Development

a. Students should select the topics they will be researching.

b. Conduct necessary research.

c. Results of research should be presented in written form.

3. Evaluation

a. The results of research should be evaluated for content, relevancy of materials to topic, organization, and critical evaluation of materials.

AGRICULTURE

IV. LEARNING ACTIVITY - Bulletin Board

A. Purpose

1. To recognize man's dependence on agriculture.

2. To produce a meaningful visual aid for the class.

3. To promote originality and creativity for the purpose of synthesizing a particular topic.

B. Procedure

1. Introduction

a. Ask someone from the class or a guest who has lived or visited on a farm to tell what the farm produced.

b. List on the board things that students use during the day that originated on a farm.

2. Development

a. Suggest that someone use this list as a guide for preparing a bulletin board showing the contributions of the farmer.

b. Encourage them to create an imaginative visual aid (relate product to type of farm - locate types of farms in the U. S.)

c. Research some <u>interesting</u> information about the types of products on the farms and incorporate this in your display.

3. Evaluation: Originality, creativity, purposefulness, and understanding of the subject should be the basis for evaluation.

AGRICULTURE

IV. LEARNING ACTIVITY - Ballad Writing

A. Purpose

1. To understand the purpose and nature of a ballad.

2. To encourage writing researched material in a new medium.

3. To involve students in the research of the hero or folk tales of rural America, especially in their own state or locality.

4. To show how the mores of our rural society have been preserved by ballads.

B. Procedure

1. Introduction

a. Ask a member of the English department to explain balladry and present some to the students such as the folk ballad The Streets of Laredo or Steven Vincent Benet's The Ballad of William Sycamore. This could be done by a reading or by dittoed copies.

2. Development

a. Suggest that interested students pursue the reading of ballads until they are familiar with the form of writing.

b. Suggest that the students research legendary or real heroes on a state or local level such as "Stretch" Garrison from the Maurice River area of South Jersey.

c. They might also make up an imaginary fruit picker or tenant farmer.

d. Write the story in the form of a ballad.

e. Present to the class by reading, reciting, or singing with guitar accompaniment.

3. Evaluation: This would be based on the student's understanding of the ballad, his research on whatever or whoever he uses for his topic, his finished product, and his presentation.

Note - Upstate Downstate by M. Jagendorf is an excellent reference for Jersey folk tales. So is the American Guide Series on New Jersey.

IV. LEARNING ACTIVITY - Slogans

A. Purpose

1. To have pupils realize that slogans are often created to solve a problem.

2. To have the pupils realize that slogans may be inaccurate in all or in part of their implications.

3. To have pupils realize a slogan may be true but cover only a part of the problem.

4. To have pupils realize slogans may be used as propaganda.

5. To familarize students with often quoted slogans.

6. To examine the effectiveness of slogans.

B. Procedure

1. Introduction

a. Select a slogan such as "Food will win the war". Discuss its implications using the purposes in IV A as a criterion.

b. Display a cartoon or a drawing that is combined with a slogan and discuss how such a combination is more effective than words alone.

2. Development

a. Have students research a number of slogans related to the farmers' problems.

b. Have pupils select one he would be most interested in and research the causes for the problem.

c. Have pupils find or create a cartoon related to the slogan.

d. Have pupils decide on the type of report (tape, oral report, written report, slides) he would like to make on an explanation of the cartoon and slogan.

3. Evaluation

The presentation should be evaluated on the validity of the research and the relevancy to the slogan and cartoon.

IV. LEARNING ACTIVITY - Fashion Show

A. Purpose

1. To illustrate the influence of country western living on contemporary styles in American fashions.

2. To determine why country-western styles are acceptable to other groups of American society.

3. To research the original reasons for many of the articles such as scarves or bandanas, levis, boots, etc.

4. To provide an opportunity for correlation between the Home Economics and Social Studies departments. (This could also be done in the area of foods.)

B. Procedure

1. Introduction

a. Show the class some mounted pictures of country-western styles taken from a current magazine.

b. Ask if they can identify the origin of the style.

c. Suggest that some of them organize a style show illustrating the country-western influence.

2. Development

a. Discuss with someone from the Home Economic department the prerequisites for a fashion show, and her availability as an adivisor for one.

b. Have the members of the group decide what they have, can borrow, or can make for the show.

c. Have one member act as narrator and relate the things modeled to their country or western origin.

d. Present the show to the class.

3. Evaluation: This could be evaluated on group participation, choice of articles for the show, research into the reason behind the style, and the ability to relate the articles to their country-western antecedents.

AGRICULTURE

IV. LEARNING ACTIVITY - Cartooning

A. Purpose

1. To examine the problems and hazards faced by the farmer in present day.

2. To develop the skill of portraying an idea in cartoon form.

3. To illustrate American thinking on various aspects of a farm problem.

B. Procedure

1. Introduction

a. Discuss some of the problems faced by the farmer and the consumer of farm products today.

b. Select one example of a problem for further discussion such as the cost of a quart of milk for the consumer and the amount the farmer actually receives per quart.

2. Development

a. Suggest that interested students take several of the problems discussed by the class and transfer them into cartoon form.

b. Have students examine some professional cartoons and seek assistance from the art teacher if needed.

c. Conduct a class discussion of the cartoons presented by these students.

3. Evaluation

a. The ability of the students to express the main idea in this form can be evaluated by the class and the teacher.

b. The depth of understanding of the students regarding the problems faced by the farmer can be judged by the teacher.

IV. LEARNING ACTIVITY - Film Making

A. Purpose

1. To become aware of the extent of agriculture and farm problems.

2. To understand how the farm affects our daily lives.

3. To show how products get from a farm to the consumer.

4. To develop the concept that film-making can be used as a medium of expression.

B. Procedure

1. Introduction

a. The teacher might ask the students to list the ways in which farms affect their life, the kinds of farms and farmers, the methods of production used by farmers, and their special concerns.

2. Development

a. From the list suggested by the students, have an individual or group select a topic that could best be developed through the film media.

b. Have the students research the topic for the background information necessary in order to produce a film.

c. With an 8 mm camera, have the students film those items which will develop the theme.

d. Assist them in editing the film so that there is a logical development focused on the theme. (Technical advise may be secured from the A. V. department.)

3. Evaluation

a. Show the film to the class and determine its accuracy as well as the response of the students in the class.

b. The teacher could evaluate the narration for logic, validity and perception.

IV. LEARNING ACTIVITY - Role Playing - National Grange Meeting

A. Purpose

1. To understand the past and present purposes of one major farm organization.

2. To realize that the Grange is the oldest farm organization and was started as a "protest" group.

3. To appreciate the Grange as a fraternal order with strong social, cultural, and political influences on a given community and sometimes on the nation as a whole.

B. Procedure

1. Introduction

a. Discuss with the class the reasons why most farmers are members of an agricultural organization.

b. List known agricultural organizations and ascertain how much knowledge students have regarding the role of these organizations currently and in the past.

2. Development

a. Have the students who are interested in this type of an activity select one organization such as the National Grange to research regarding original purposes and those of the present.

b. Have these students do further research on national issues in which the Grange played a major role.

c. Then have them select one period of time or situation and after researching the procedure followed in a Grange meeting, prepare and present a mock meeting for the class.

3. Evaluation

The depth of understanding of the role of the Grange in the particular situation presented by the students and the knowledge regarding the procedure of a meeting can be evaluated.

AGRICULTURE

IV. LEARNING ACTIVITY - Debate

A. Purpose

1. To show there are different points of view about government farm subsidies.

2. To help students examine the advantages and disadvantages of government subsidies to farmers.

3. To help students identify and articulate their own views on farm subsidies.

4. To develop the skill of debating.

5. To relate the affects of subsidies on student's individual lives.

B. Procedure

1. Introduction

a. The Teacher might discuss with the class the provisions of the Agricultural Adjustment Act of 1933. From this discussion, the causes and effects of government subsidies to farmers and its ramifications to society as a whole might be further examined.

2. Development

a. If this is the first class debate in which the students have participated, invite a colleague from the English department to discuss the rules, procedures and purposes of debating.

2. Develop a debate evaluation sheet which the non-participants in the debate will use to judge the participants and their arguments.

3. Decide upon a resolution to be debated.

4. Ask for five volunteers - two for the pro, two for the con side, and a chairman.

5. Guide students in their research of the historic background of federal government subsidies to farmers.

AGRICULTURE

IV. LEARNING ACTIVITY - Debate (Cont'd)

f. Help the students apply their research to their side of the resolution.

g. As the resolution is debated, have the non-participants evaluate the form, procedure and conclusions of the debate.

3. Evaluation

Collect the student evaluation forms and determine what the class consensus is as to who won the debate on the merits of the actions of the debaters and the arguments presented.

AGRICULTURE

IV. LEARNING ACTIVITY - Student Interest Survey

A. Purpose

1. To involve students in the planning of a unit.

2. To allow students the opportunity to select topics in the area of the study of agriculture that they wish to further investigate during the study of this unit.

B. Procedure

1. Introduction

a. Have students list on the board all the topics they feel would fall under the heading of agriculture.

b. Review the above list with the students and revise the list to include items omitted or exclude those that do not apply.

2. Development

a. Students suggest topics they would like to explore that would interest them.

b. Students should review classroom materials, library materials and other available sources for information that is related to the topics chosen.

c. Students, with the assistance of the teacher, should examine the learning activities of the agricultural unit to determine the activity or activities that would best relate to the student's topic.

3. Evaluation

The teacher should evaluate the student's ability to plan activities and methods. The research should be evaluated plus other procedures necessary for the student to accomplish his goals.

AGRICULTURE

STUDENT DIRECTION SHEET - The Novel

PARTICIPANTS - Individual, group, class

PURPOSE - To identify with other peoples and periods of history through the use of a novel.

POSSIBLE PROCEDURE

1. Select a novel related to American agriculture such as:
   a. Giants in the Earth
   b. The Plainsman
   c. The Last Hunt
   d. The Octopus
   e. The Pit
   f. The Grapes of Wrath
   g. Tobacco Road
   h. The Way West

2. Read a novel keeping in mind the purpose of the unit.

3. Research the period and relate research to the people and time portrayed in the plot.

4. Your report on the novel you have read and its contribution to your understanding of the period may be given in many ways - individually in written or typed form, oral panel report to the class, panel discussion, or discussion of the book in an individual interview with the teacher.

Note: Evaluation of this report will be based on your selection of sources, depth of understanding of the novel and research and your ability to relate the plot to the people and the times.

AGRICULTURE

STUDENT DIRECTION SHEET - Field Trip

PARTICIPANTS - Class, group or individual

PURPOSE - To develop a greater empathy for the farm way of life, farm problems, farming methods and farm philosophy.

POSSIBLE PROCEDURE

1. After discussion with the teacher, plan a trip to a farm, keeping in mind the purpose of the visit. You might consider a trip to:
    a. A local highly specialized farm
    b. Seabrook Farms
    c. Campbell tomato farms
    d. The Pennsylvania Dutch Country" in Lancaster County, Pa.

2. Research the farms to be visited in order to make the trip most valuable.

3. Develop a list of questions you would like to ask and have answered by the farmers.

4. Take the trip.

5. Prepare a report for your fellow students about the trip. This report might use the medium of a tape, slide or picture presentation, a film, or an oral or written report.

AGRICULTURE

STUDENT DIRECTION SHEET - Statistics

PARTICIPANTS - Individual, class

PURPOSE - To prepare a graph from statistics and to draw conclusions.

POSSIBLE PROCEDURE

1. Research statistics on the number of farms, farm acreage and farmers from 1850 to recent times.

2. Prepare graphs showing these statistics on one base grid and draw conclusions based on these.

3. Select those dates in which change occured in the set of related statistics.

4. Explain the reasons for the change.

5. Write or give an oral report on your findings.

6. Follow the above steps, but choose statistics regarding agriculture in New Jersey.

AGRICULTURE

STUDENT DIRECTION SHEET - Use of Biography or Autobiography

PARTICIPANTS - Individual

PURPOSE - To realize the importance and uniqueness of biographies and autobiographies in the study of agricultural development.

POSSIBLE PROCEDURE

1. Decide on a person you feel has made a contribution to the development of agriculture.

2. Select a biography, autobiography (or article, if no biography is available) and have it approved by the teacher Some suggestions are:

    1. Luther Burbank
    2. Benjamin Banneker
    3. Cyrus McCormick
    4. Henry Blair
    5. Eli Whitney
    6. George Washington Carver

3. Write a book report to include:
    a. Your assessment of the person studied.
    b. Your evaluation of the person's contribution to agriculture.

4. Be prepared to share what you have learned about the person and/or his contributions with the rest of the class in an informal discussion.

AGRICULTURE

STUDENT DIRECTION SHEET - Collecting Publications Related to Agriculture

PARTICIPANTS - Individuals, class

PURPOSE - To provide a means of gaining some knowledge about rural thinking, problems of the farmer, the role of government in agriculture, and the farmer's way of life.

POSSIBLE PROCEDURE:

1. Collect a variety of publications directed toward the farmer such as:
   a. Farmer's Almanac
   b. Farm Magazines
   c. Old Sears, Roebuck catalogues
   d. Government pamphlets

2. Review publications noting such things as advertisements, titles, and types of articles.

3. Be prepared to discuss questions raised in class such as:
   a. What are some of the problems and concerns of farmers?
   b. What are some topics in which farmer's views differ from yours?

AGRICULTURE

STUDENT DIRECTION SHEET - Art Show Depicting Agrarian Scenes

PARTICIPANTS - Individual or Group

PURPOSE - To show through American paintings that the agricultural way of life has affected the religious and social mores of the farmer, that artists have saved for posterity movements and events of our agrarian society, and to provide an opportunity for students to use art as a form of expression.

POSSIBLE PROCEDURE

1. Contact your art department, your county library, or the state museum and ask for assistance in setting up a display of American paintings pertaining to this unit.
2. Select appropriate paintings.
3. Research the artists and topics of paintings chosen.
4. Prepare narrative to accompany the exhibit.
5. Present show to class.
6. This could be varied by using slides.
7. A display of student's art work could also be displayed.

AGRICULTURE

STUDENT DIRECTION SHEET - Collages

PARTICIPANTS - Individual, group

PURPOSE - Compare and contrast farm production in the United States and selected parts of the world.

POSSIBLE PROCEDURE

1. Research farm production in the United States and selected parts of the world.

2. Collect pictures from expendable magazines that are related to farm production.

3. Select and group the pictures in collages to explain your theme.

4. Make a tape or written report explaining your collage.

AGRICULTURE

STUDENT DIRECTION SHEET - Letter Writing

PARTICIPANTS - Group or individual

PURPOSE - To become aware of the role our government plays in helping the farmer by wirting to your congressman or some government agency.

POSSIBLE PROCEDURE

1. Select some problem you think the farmer might have which would require a farm loan, soil bank, or a subsidy.

2. Find out what possibilities for homesteading still exist.

3. Write to your congressman or the appropriate government agency to get the information and/or forms needed to solve your problem.

4. Compile the information received and through an oral or written report show the class the steps one must go through and evaluate whether the government was helpful.

AGRICULTURE

STUDENT DIRECTION SHEET - Construction Models of Farms and Equipment

PARTICIPANTS - Individuals, small groups

PURPOSE - To show contrasts between old and modern farms and to show the influence of modern technology on agriculture.

POSSIBLE PROCEDURE:

1. Visit, if possible, different types of farms or agricultural fairs and/or secure books, and pamphlets showing the layout of farms, types of buildings and equipment, etc.

2. Make models of farms and equipment showing what you have observed or read.

3. Be prepared either orally or with a written report to point out contrasts, relationships, influences, or other conclusions that may be drawn from the models you have constructed.

AGRICULTURE

STUDENT DIRECTION SHEET - Attitude Survey

PARTICIPANTS - Groups and Class

PURPOSE - To observe the variety of opinions and values represented in our society regarding the agricultural industry and the people it involves.

POSSIBLE PROCEDURE

1. Decide whether you wish to work in groups or as an entire class.
2. Have each student involved write questions that can be answered with yes or no concerning agriculture and agricultural activities.
3. Decide on topics for classification.
4. Form a committee to collect and evaluate the questions.
5. Administer the survey.
6. Evaluate the results of the survey.
7. Report your findings.

AGRICULTURE

STUDENT DIRECTION SHEET - Square Dancing

PARTICIPANTS - Group of eight

PURPOSE - To understand that an agricultural way of life has had an effect on the type of recreation they enjoy.

POSSIBLE PROCEDURE

1. Ask someone from the music or the physical education department to help you learn how to perform a variety of square dances.
2. Arrange to borrow appropriate records and a record player.
3. Arrange for a time and place for learning and practicing.
4. If possible, watch a performance on television or attend a meeting of a local square dance group.
5. If possible, arrange to costume your group.
6. Find out why this type of activity is popular in rural areas. Write your findings.
7. Perform your dances for the class.
8. Either before or immediately after your performance, have one member of your group explain the calls as members demonstrate. Also, have the narrator explain to the class what you researched in step 6.
9. Ask some other members of the class to substitute as partners for the team and perform one of the sets.

AGRICULTURE

STUDENT DIRECTION SHEET - Feature Films

PARTICIPANT - Class, group

PURPOSE - To assist you in identifying with the agricultural way of life and to realize that an agricultural theme has popular appeal.

POSSIBLE PROCEDURE:

1. Assist in selecting a full length feature film such as:

    a. Friendly Persuasion
    b. Union Pacific
    c. Southwest Passage
    d. One Foot in Heaven

2. Review the film and discuss it.

3. Write an essay concerning the way of life depicted as contrasted with your own way of life.

AGRICULTURE

STUDENT ACTIVITY SHEET - Writing Short Stories

PARTICIPANTS - Individual

PURPOSE - To consider some of the problems early Americans faced during the move west and to write short stories concerning these problems.

POSSIBLE PROCEDURE:

1. Read selected short stories written about the West.
2. Research some of the problems faced by the Americans moving westward.
3. Investigate the fundamentals of short story writing. Seek help from the English department if needed.
4. Develop a story line and write a short story.
5. Illustrate the story or have a classmate who is interested in art read it and do an illustratiion for the story.
6. Have copies made for members of the class to read and react.

AGRICULTURE

STUDENT DIRECTION SHEET - Musical Drama Presentation

PARTICIPANTS - group

PURPOSE - To investigate the beliefs and difficulties of maintaining a simple way of life faced by a minority group in agriculture.

POSSIBLE PROCEDURE

1. Research information about the Amish in Pennsylvania.
2. Listen to a recording of the musical comedy, Plain and Fancy.
3. Select songs from the musical which best illustrate the Amish beliefs and activities.
4. Seek help from the Music, Drama, and/or Home Economics Departments in order to present scenes to accompany the musical selections.
5. Present the scenes with the music to the class.

AGRICULTURE

STUDENT DIRECTION SHEET - Interview

PARTICIPANTS - Individual, group

PURPOSE - To secure information on the services provided by the county agricultural agent for farmers and non-farmers.

POSSIBLE PROCEDURE

1. Secure a sample of insects from outside your house or use insects provided by the teacher.

2. Make arrangements with the county agricultural agent for an interview.

3. Prepare questions dealing with the facilities and services provided for the public as well as questions regarding your collection of insects.

4. Request permission and if granted, tape the interview.

5. Make arrangements with your teacher to give a report on your experiences and to play the tape for the class.

AGRICULTURE

STUDENT DIRECTION SHEET - Use of Farming Simulation Game

PARTICIPANTS - Groups

PURPOSE - Through the use of this game activity you will be able to gain a knowledge of farm life and problems in the mid-west starting in 1808.

POSSIBLE PROCEDURE

1. The class should divide itself into the correct number of groups.
2. A copy of the game will be given to each group.
3. The group will study the rules and proceed to play.
4. You will be given aid only when it is absolutely necessary.

AGRICULTURE

STUDENT DIRECTION SHEET - Map Making

PARTICIPANTS - Group or individual

PURPOSE - To investigate the amount and variety of New Jersey agricultural products.

POSSIBLE PROCEDURE

1. Through written sources and interviews with agricultural agents, find how many different products are produced in New Jersey. Examples are dairy, fruit, vegetable, meat, etc.

2. Determine from statistical tables how much of each product is produced in New Jersey.

3. Develop a key which will explain the content of the map.

4. On an outline map of New Jersey, show the agricultural products, amount produced, and area of the state where they are produced.

5. Report to class.

6. Discuss with the class, whether New Jersey should be called "The Garden State" according to your findings.

AGRICULTURE

STUDENT DIRECTION SHEET - In-Depth Study

PARTICIPANTS - Individual or Group

PURPOSE - To provide an opportunity for an intensive investigation into the conditions and problems of certain non-propertied farm workers.

POSSIBLE PROCEDURE:

1. Research the topic, keeping in mind the purposes of the activity. You might ask the following questions:

    a. When and where did sharecropping and tenant farming originate? Why?

    b. How many people have been or now are engaged in these occupations according to census figures?

    c. Are these systems limited to one race or geographic area?

    d. Do the systems still exist?

    e. Have government subsidy programs had an effect on the people involved in these systems?

2. Write a paper, according to authorized form, based on your research.

3. At the discretion of the teacher, present the research to the class.

MS

AGRICULTURE

STUDENT DIRECTION SHEET - Researching a Topic

PARTICIPANTS - Individual

PURPOSE - To investigate a topic in the field of agriculture

POSSIBLE PROCEDURE

1. Select a topic for research. Some examples of topics are:
    a. Turner Thesis
    b. Agricultural Legislation
    c. Cooperatives
    d. Farm Bloc

2. Conduct necessary research using a variety of materials relevant to the topic.

3. Prepare in written form the results of your research.

AGRICULTURE

STUDENT DIRECTION SHEET - Bulletin Board

PARTICIPANTS - Individual or small groups

PURPOSE - To creatively produce a meaningful visual aid which will show man's dependence on agriculture.

POSSIBLE PROCEDURE

1. Compose a list or use one already composed by the class of things you use every day that originated on a farm.

2. Plan an original bulletin board display that will graphically show your dependence on agriculture using your list as a guide.

3. Find some interesting background information to incorporate in your display either about the types of farms and their locations or about the products.

Note - An interesting variation would be to prepare a display showing the varied uses of a product such as the peanut. Accompany this with charts or drawings about the life of George Washington Carver.

AGRICULTURE

STUDENT DIRECTION SHEET - Writing a Ballad

PARTICIPANTS - One or More

PURPOSE - To understand the purpose of a ballad, how it has contributed to our heritage, and how it can be used as a medium of expression for relating the results of research to others.

POSSIBLE PROCEDURE

1. Read several ballads. Study the form of the ballad, its purpose, and its value.

2. Research a possible topic - folk hero, real hero, imaginary hero with an authentic background. ("Stretch" Garrison, Eli Whitney, George Washington Carver, An imaginary migrant worker, A sharecropper) Your hero should be from rural America or connected with it.

3. Write your researched story in ballad form.

4. Present the finished product to the class. If possible, arrange for a musical accompaniment.

AGRICULTURE

STUDENT DIRECTION SHEET - Slogans

PARTICIPANTS - Individuals, groups

PURPOSE - To examine through slogans the problems of agriculture.

POSSIBLE PROCEDURE

1. Research slogans related to agriculture.
2. Select the one your are most interested in.
3. Research the causes for the problems the slogan involves.
4. Create or find a cartoon that explains the slogan.
5. Decide on the type of report (tape, slides, oral or written report) to communicate your findings.

AGRICULTURE

STUDENT DIRECTION SHEET - Fashion Show

PARTICIPANTS - Group

PURPOSE - To illustrate the influence of country-western living on contemporary American styles.

POSSIBLE PROCEDURE

1. Ask the Home Economics teacher to help you plan and prepare a fashion show.

2. Discuss in your group what you have, can borrow, or make for the show.

3. Research the reasons for many of the articles such as bandannas or scarves, levis, boots, etc.

4. Choose one of your group to act as narrator, to introduce the styles tell their origin, and relate them to country-western living.

AGRICULTURE

STUDENT DIRECTION SHEET - Cartooning

PARTICIPANTS - Individual

PURPOSE - To examine the problems and hazards faced by farmers and present these in cartoon form.

POSSIBLE PROCEDURE

1. Consider problems that would be good to present in cartoon form.

2. Examine some professional cartoons and seek assistance from the art teacher if needed.

3. Transfer your ideas into cartoons and prepare transparancies or copies for the class.

4. Present these to the class and discuss their reactions to them and the values of cartoons as a means of conveying the problems faced by farmers today.

AGRICULTURE

STUDENT DIRECTION SHEET - Film Making

PARTICIPANTS - Group or individual

PURPOSE - To understand the farm environment, problems, and methods through filming.

POSSIBLE PROCEDURE

1. Compile a list of ways in which farms affect your life, kinds of farms and farmers, methods of production used by farmers and their special concerns.

2. Select a topic from the list made by the class which you could develop through a film.

3. Research the topic for historical background.

4. If possible, get technical advice.

5. Produce and edit the film so as to develop the topic.

6. Prepare a narration.

7. Present the film to the class.

AGRICULTURE

STUDENT DIRECTION SHEET - Role Playing

PARTICIPANTS - Group

PURPOSE - To research the history and purposes of the National Grange as representative of agricultural organizations and their influence on members and the nation at large.

POSSIBLE PROCEDURE

1. Research the original purposes of the National Grange and its present day purposes. Determine any significant change in purposes.

2. Research national issues in which the Grange has played an active role.

3. Select one period of time or one situation such as the fight against the railroads or the support of one of the programs of the Kennedy administration.

4. Choose several individuals to represent Grange leaders and members from a given community.

5. Discover the procedure followed in a Grange meeting and prepare a mock meeting dealing with the situation selected.

6. Present this to the class as an example of the importance of the Grange and as a typical meeting.

AGRICULTURE

STUDENT DIRECTION SHEET - Debate

PARTICIPANTS - Group and Class

PURPOSE - To discover the reasons why the government subsidizes farmers.

POSSIBLE PROCEDURE

1. After the initial discussion about the origins of federal government subsidies, find out the rules, methods and purposes of debating.

2. Develop, with the class, a student evaluation sheet for the non-participants in the debate.

3. Divide into a debating team - 2 pro, 2 con and a moderator.

4. Select a resolution to be debated concerning the merits of farm subsidies.

5. Research information which will support your side of the argument. You might wish to interview farmers, farm agencies, and government agencies as well as the general public in preparation for the debate.

6. Organize the debate according to the procedures recommended by the English department.

7. Present the debate so that the non-participants can evaluate the validity of the arguments, the forcefulness by which it is presented and the outcome based on both arguments.

AGRICULTURE

STUDENT DIRECTION SHEET - Student Interest Survey

PARTICIPANTS - Class

PURPOSE - To give you the opportunity to suggest and explore areas of interest in this unit dealing with agriculture. This will allow you to select the best methods of study which will accomplish the goals of this unit.

POSSIBLE PROCEDURE

1. Suggest topics concerning the general area of agriculture that interests you.

2. Investigate in order to determine what materials are available.

3. Examine the student direction sheets to determine the methods you will use in order to study the topics you have selected.

4. Plan and conduct your study according to the appropriate direction sheet.

V. SUGGESTED CONTENT GUIDE

I. COLONIAL AMERICA - SETTLEMENT AND DEVELOPMENT

A. Motivation
   1. Desire for free land
   2. Desire for freedom of choice
   3. Desire for commercial development

B. Geographic Influences
   1. Southern colonies
      a. Long growing season
      b. Fertile soil
      c. Abundant rainfall
   2. Middle colonies - the bread colonies
      a. Effect of climate on types of crops
      b. Influence of good ports and deep rivers
   3. New England
      a. Short growing season and rocky soil
      b. Effect of climate on people as well as crops

C. Economic Organization - Land Use
   1. Self-sufficient farms
   2. Subsistence farms
   3. Plantation system
   4. Patroon system

D. Social Development - Influence of Rural Society
   1. On institutions - government, church, and school
   2. On individual - independence and self-reliance
   3. On intergroup relations - racial, ethnic, religious
   4. On class system

E. Political Development
   1. Growth of representative government
   2. Examples of direct democracy
   3. Development of planter aristocracy

F. The Farmer as Revolutionary
   1. Economic
      a. Mercantile system
      b. Navigation Acts
      c. Stamp Act
   2. Social
      a. Primogeniture and entail
      b. Church and state
      c. Vertical and horizontal mobility
   3. Political
      a. Proclamation of 1763
      b. Taxation and representation
      c. Quebec Act

V. SUGGESTED CONTENT GUIDE (Cont'd)

II. EXPANSION OF NEW NATION

A. Addition of New Territories
   1. Louisiana Purchase
   2. Purchase of Florida
   3. Annexation of Texas
   4. Acquisition of Oregon
   5. Mexican cession
   6. Gadsden Purchase

B. The Influence of Cheap and Free Land on Agriculture
   1. Land Act of 1785
   2. Land Act of 1820
   3. Homestead Act 1862
   4. Alaska
   5. Northwest settlement by Hill and The Northern Pacific

C. Development of sectional animosities
   1. The West - democracy of the frontier farmer
   2. The tariff question and the farmer
   3. The slavery issue and the farmer
   4. King Cotton vs. King Corn

D. Mineral wealth encourages settlement
   1. In California
   2. In Nevada
   3. In the Dakotas
   4. In Alaska

III. POST CIVIL WAR AMERICA

A. The last frontier
   1. Problems of the new environment
      a. Lack of water - dry farming methods
      b. Lack of lumber - barbed wire fencing
      c. The Plains Indians - the Colt revolver, the Springfield rifle, and Indian domination of the plains
      d. Transportation - the railroad
   2. The real West 1870 - 1890
      a. Cowboys, cattlemen, and the open range
      b. The long drive
      c. The badmen
      d. The homesteader
   3. The frontier hypothesis
      a. Turner's thesis
      b. Opposition to Turner

V. SUGGESTED CONTENT GUIDE (Cont'd)

B. The farmer's problems in a burgeoning industrial economy
   1. Overproduction comes with increased scientific methods
   2. High industrial prices vs. low agricultural returns
   3. The need for constant credit
   4. High cost of middleman's services
   5. Railroad abuses
   6. Sharecropping and tenant farming imposed economic slavery on the South

C. The farmer organizes to fight back
   1. The Grange, Farmers Alliance, and Farm Bureau
   2. The co-ops
   3. Political Protest
      a. Greenback Party
      b. The Populist Party
      c. Free Silver issue
      d. The Farm Bloc

IV. THE RURAL CULTURE

A. The psychology of isolation
B. Fundamentalism and the Bible Belt
C. Life on the Middle Border
D. Effect of technological developments in transportation and communication.

V. ISSUES OF THE 20th CENTURY

A. Endemic problems
   1. The need for conservation
   2. High cost of farm operation and ownership
   3. The hazards of nature
   4. Paradox of overproduction and hunger in the U.S.

B. Government Action
   1. Prior to the depression
      a. The Newlands Act 1902
      b. Farm Loan Act 1916
   2. The impact of the New Deal
      a. New psychology
         1. Political realignment
         2. Growing economic dependency
         3. Types of government aids
            a. price support - parity and subsidy
            b. Production control
            c. Tariff
            d. Loans
            e. Reciprocal trade agreements

V. SUGGESTED CONTENT GUIDE (Cont'd)

3. The American farmer today
   a. Farming as a big business
      1. influence of small farms
      2. growth of corporate structure

   b. Weakness of farming as a business
      1. inability to control supply
      2. inability to control nature
      3. problems of credit

VI. SUGGESTED RESOURCES

A. Biblography

1. Non-fiction

Arnold, P. Food; America's Biggest Business
Bear, F. Earth, the Stuff of Life
Benson, E. Cross Fire
Farmers at the Crossroads
Freedom to Farm
Blake, N. Diary of an Early American Farm Boy
Borland, H. Sundial of the Seasons
Brinser, A. Our Use of the Land
Bromfield, L. From my Experience
Out of the Earth
Pleasant Valley
Burnford, S. The Fields of Noon
Carson, R. Silent Spring
Collins, W. The Perpetual Forest
Conrad, D. The Forgotten Farmers
Coppock, J. Atlantic Agricultural Unity
Courtenay, P. Plantation Agriculture
Crampton, J. The National Farmers Union
Crèvecoeur, J. de. Letters from an American Farmer
Durham, P. The Negro Cowboys
Earle, A. Home Life in Colonial Days
Evans, K. Why We Live Where We Live
Frost, R. Complete Poems of Robert Frost
Fuller, E. Successful Calamity
Gabriel R. Toilers of Land and Sea
Galbraith, K. The Affluent Society
Graham, F. Disaster by Default
Halacy, D. The Water Crisis
Hall, L. Stars Upstream
Heady E. and others. Roots of the Farm Problem
Hicks, J. The Populist Revolt
Higbee, E. Farms and Farmers in an Urban Age
American Agriculture
Hogner, D. Conservation in America
Holbrook, S. Down on the Farm
Machines of Plenty
Hough, E. The Passing of the Frontier
Hulbert, A. The Paths of Inland Commerce
Humphrey, H. War on Poverty
Iowa State University, Alternatives for Balancing World Production and Need.

VI. SUGGESTED RESOURCES (Cont'd)

Irving, W. Astoria
Keliher, A. ed. Farm Workers
Kittredge, G. The Old Farmer and His Almanack
Life Picture Cookbook
McCune, W. Ezra Taft Benson, Man with a Mission
McMillen, W. ed. Harvest
The Farmer
Marx, Wesley, The Frail Ocean
Matusow, A. Farm Policies and Politics in The Truman Years
Mellick, R. The Old Farm
Mooney, B. The Hidden Assassins
Morris, R. and editors of Life. The New World
Morgan, R. Governing Soil Conservation
Munzer, M. Valley of Vision: The TVA Years
Nikolaiff, G. ed. The Water Crisis
Paarlberg, D. American Farm Policy
Packard, V. The Waste Makers
Parkes, H. The American Experience
Phillips, U. Life and Labor in the Old South
Rasmussen, W. Readings in History of American Agriculture
Reader's Digest Complete Book of the Garden
Reische, U. S. Agriculture Policy
Rutman, D. Husbandmen of Plymouth
Saloutos, T. Farmer Movement in the South
Twentieth Century Populism
Schultz, T. Economic Crises in World Agriculture
Sloane, E. Seasons of America Past
Sloan, H. Farming in America
Smith, H. Virgin Land
Soth, L. An Embarrassment of Plenty
Stackpole, E. The Sea-Hunters
Stanwell-Fletcher, T. Driftwood Valley.
Stone, I. Men to Match My Mountains
Stuart J. Save Every Lamb
Taber, G. Stillmeadow Sampler
Thoreau, H. Walden
Udall, S. The Quiet Crisis
Van Dersal, W. The American Land
Vogt, W. Road to Survival
Wells, George S. Garden in the West: A Dramatic Account of Science in Agriculture
White, E. B. Points of My Compass

VI. SUGGESTED RESOURCES (Cont'd)

Non-fiction - Biography

Bristow, G. Deep Summer
Burlingame, R. Whittling Boy: The Story of Eli Whitney
Burt, O. Brigham Young
Cleaveland, A. No Life for a Lady
Garland, H. A Son of the Middle Border.
Jacobs, H. We Came Rejoicing
James, W. Lone Cowboy
Kilman, E. Hugh Roy Cullen: A Story of American Opportunity
McDonald, B. The Egg and I
Moody, R. Little Britches
Nicholds, E. Thunder Hill
Norman, C. To a different Drum: the Story of Henry David Thoreau
Stoutenburg, A. Wild Treasure

2. Fiction

Aldrich, B. Spring Came on Forever
Berry, E. Harvest of the Hudson
Best, H. Carolina Gold
Bigham, J. The Marjorie Rawlings Reader
Bojer, J. The Emigrants
Capps, B. The Trail to Ogallala
Cather, W. My Antonia
O Pioneers!
Cleary, J. The Sundowners
Coatsworth, E. Here I Stay
Culp, J. Restless Land
Emmons, D. Nothing in Life is Free
Ferber, E. Cimarron
Giant
So Big
Erdman, L. The Wind Blows Free
The Years of the Locust
Finney, G. The Plums Hang High
Guthrie, A. The Big Sky
The Way West
Martin, G. For Our Vines Happy Tender Grapes
Norris, F. The Octopus
The Pit
Richer, C. The Fields
Sinclair, U. The Jungle
Singmaster, E. I Heard of a River
Steinbeck, J. Grapes of Wrath

VI. SUGGESTED RESOURCES (Cont'd)

Stong, P. State Fair
Walker, M. Winter Wheat
Wharton, E. Ethan Frome
Williams, V. The Fruit Tramp

3. Reference Sources

American Heritage (Periodical)
Reader's Guide to Periodical Literature
N. J. Farm Bureau. Yearbook of New Jersey Agriculture
U. S. Dept. of Agriculture. Yearbook of Agriculture

VI. SUGGESTED RESOURCES (cont'd)

B. Films

896 - The 49th State - Its People and Resources
096 - Alaska: U. S. A.
31 - Arteries of Life
59 - Blueberry Industry of New Jersey
1303 - China: Feeding One-Fourth of the Human Race
1203 - Colonial America in the 18th Century.
110 - Communications Westward
112 - Conservation of Natural Resources
1206 - Cotton Farmer, The - Our Changing Way of Life
121 - Cranberry Industry of New Jersey
216 - Farmer, The: Feast or Famine?
902 - Folk Songs of America's History
1224 - Gulf Coast, The: The South's Land of Opportunity
873 - Hawaii - The Fiftieth State
906 - Hawaii - The Island State
1126 - House of Man, The - Our Changing Environment
1229 - Innocent Years, The
1237 - Life in the Thirties
855 - Look to the Land
303 - Man Who Took A Chance (Eli Whitney)
1447 - North American Regions: The Appalachian Highlands
1448 - North American Regions: The Atlantic and Gulf Costal Plains
1449 - North American Regions: The Central Lowlands
1450 - North American Regions: The Great Plains
1451 - North American Regions: The Intermountain Highlands
1452 - North American Regions: The Pacific Coast
1453 - North American Regions: The Rocky Mountains
1164 - Puerto Rico and the Virgin Islands
993 - Russian Life - Inside the Soviet Union
670 - Setting the Great Plains
624 - Here is New Jersey
596 - This Vital Earth
482 - Truck Farmer, The
1474 - West Movement: Settlers of the Old Northwest Territory
1475 - Westward Movement: Settlement of the Mississippi Valley
1476 - Westward Movement: Settling of the Great Plains

VI. SUGGESTED RESOURCES (Cont'd)

C. Filmstrips

Agriculture in Hawaii - 7718 - Encyclopedia Britannica Films
Agriculture in the Soviet Union - A295-3 - SVE
Alaska: America's Frontier State - 4008 - McGraw Hill
America at Work - Agriculture - 42A - Eyegate (Jr. Hi)
American Economy - N. Y. Times - March 1959
American Farmer and Our Food Supply - (9 filmstrips) - 54
Eyegate (Jr. Hi)
American Progress Filmstrips - Eyegate
ME1009 - The American Colonies
ME1010 - Jefferson and Monticello
ME1011 - River Boats and the Building of America
ME1014 - Travels in North America - 1803
ME1015 - The Buffalo and Westward Expansion
ME1016 - Trails, Roads and Railroads
ME1017 - Golden Gate to the West
ME1018 - When Cotton Was King
ME1021 - A Country Store
ME1022 - Currier and Ives' America
ME1023 - The Last Frontier
ME1024 - Land of the Free
ME1025 - Industry Changes America
America's Farms: 12 Billion Problem - N.Y.Times - March 1958
Caribbean: Puerto Rico - Imperial Film Co.
Puerto Rican Agriculture and Industry - 1090
Central Farming Region: Food for the Nation - 4790 - McGraw Hill
China - Life in the Country - 3706 - McGraw Hill
Conservation and National Policy - 3721 - Key Productions
Conservation of Our Resources - 99 - (9 films) - Eyegate
Evolution of Farming (4 strips) - Bailey Filmstrips (Jr. Hi)
Families of the World (farm families) - McGraw Hill

4175 - China	4181 - Germany
4176 - Czechoslovakia	4182 - Italy
4177 - Egypt	4183 - Japan
4178 - England	4184 - Mexico
4179 - Equatorial Africa	4185 - Pakistan
4180 - France	4186 - United States

Farm Problem, The - 3780 - Key Productions
Farm Village in Japan - 5891 - E B F (Jr.)
Great Depression - 98-C - Eyegate House, Inc.
Great Depression and the New Deal - A367-16 - SVE
Hawaii: American Island State - 4009 - McGraw Hill
Life in Other Countries (rural) - Key Productions

4436 - Turkey	4439 - Netherlands
4437 - Greece	4440 - Denmark
4438 - Switzerland	4441 - Canada

VI. SUGGESTED RESOURCES (Cont'd)

Living in China Today - Society for Visual Education, Inc.
288-1 - Agriculture and Rural Life
Living in the 18th Century New England - 615-3 - Imperial Film Co.
Living in the Homes of Washington and Jefferson - 615-6 "
Living in the Soviet Union Today
295-3 Agriculture - Society for Visual Education, Inc.
New South, The - An Economic Overview - 3321 - Key Productions
Next 20 years - N. Y. TimesFilmstrip - May 1966
Ohio Farmer - 3575 X R - Filmstrip House
180,000,000 Americans - N. Y. Times filmstrip - Oct. 1961
Opening of the West - Life filmstrip - Science Pictures, Inc.
Our Food Surplus - A Mixed Blessing - 3718 - Key Productions
Our National Resources - Farms & Forests - 3514 - Key Productions
Period of Prosperity - 1923-1929 - 98A - Eyegate House, Inc.
Regional Social Geography of the U. S. - E B F - (Jr.Hi)
5737 - New England States, Agriculture
5468 - South Eastern States, Agriculture
5749 - Middle States, Agriculture
5492 - Far Western States, Agriculture
5760 - Northwestern States, Agriculture
5480 - Southwestern States, Agriculture
Scientists - McGraw Hill
4541 - Luther Burbank
4543 - Cyrus McCormick
4545 - Eli Whitney
Southeast, The: A Changing Land - 4006 - McGraw Hill
Southern Graciousness - 616-5 - Imperial Film Co.
Spanning the Mississippi - 616-3 - Imperial Film Co.
Then and Now in New England - 5770
Then and Now in the Corn Belt - 5774
Then and Now in the Midwest Dairy Lands - 5775
Then and Now in the Old South - 5776
Then and Now in the Cotton Belt - 5777
Then and Now Along the Lower Mississippi - 5778
Then and Now On the Great Plains - 5783
Today's Farmer - 3779 - Key Productions
U. S. Economy - N. Y. Times Filmstrip - Nov. 1967
U. S. Great Plains: Region of Risk - 7572 - E B F (Jr.)
U. S. Great Plains: The Wheat Farmer - 7573 "
U. S. Midwest: Corn Belt Farmer - 7571 "
Heartland of the Nation - 7567 "
U. S. South: Revolution in Agriculture - 7565 "
War Against Poverty - N. Y. Times filmstrip - March 1966
Westward Migration - Pictorial Events
Westward Movement - Filmstrip House

VI. SUGGESTED RESOURCES (cont'd)

D. Records

7 - American Favorite Ballads - Pete Seeger Sings
136 - Billy the Kid - Copland, Aaron - Philadelphia Orchestra
44 - Buckeroo Holiday - Copland, Aaron
7 - Buffalo Girls - Pete Seeger Sings
6529 - Buffalo Skinners, The - Robert Wagner Chorale
6529 - Chisholm Trail, The Old - Robert Wagner Chorale
665 - Cumberland Gap - Echo Songs and Rhythms
153 - Erie Canal - Burl Ives Sings
411 - Folk Songs of the Americas - Pete Seeger
6529 - Good Bye Old Paint - Robert Wagner Chorale
6630 - Head Ladies Cross Over - Square Dance
6644 - Honor Your Partner - Durlacker
6524 - I Had A Mule - Limelighters
6 - I Wonder As I Wander - Appalachian Spiritual - Robert Shaw Chorale
6525 - Muleskinner - Harry Belafonte Sings
352 - Working on the Railroad